DOCUMENT RESUME

ED 407 436 TM 026 490

TITLE	Performance Standards: K-10 Reading/Literature, Writing, Speaking, Mathematics. Document 2.
INSTITUTION	Oregon State Dept. of Education, Salem.
PUB DATE	19 Sep 96
NOTE	25p.; For related documents, see TM 026 489-492 and TM 026 496.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Achievement; Accountability; Achievement Tests; Course Content; Curriculum Development; Educational Assessment; Educational Change; Educational Objectives; Educational Technology; Elementary Secondary Education; English Instruction; Health Education; Learning Strategies; Literature Appreciation; Mastery Learning; Mathematics Instruction; *Performance Factors; Physical Education; Public Schools; Reading Instruction; Scores; Standards; *State Programs; Test Construction; *Testing Programs
IDENTIFIERS	*Benchmarking; *Oregon

ABSTRACT

Oregon is raising its expectations for students. The current academic standard, which allows students to graduate with only a D-minus average in 22 credit hours of classes, is being replaced by the requirement that students prove that they are proficient in English, mathematics, science, history, and other academic subjects. Students will demonstrate their proficiency through a series of classroom assignments and state tests. This document lists the performance standards that have been established for content areas. Performance standards are the specific number, type, and minimum scores required on classroom assignments and state tests constructed to progress toward the state's Certificates of Initial and Advanced Mastery. State performance standards have not yet been developed for science and the social sciences, and they will not be determined for the arts and second languages. Students who meet the grade-10 performance standards will receive a Certificate of Initial Mastery and those who meet the grade-12 standards, to be developed later, will receive the Certificate of Advanced Mastery. Certificates of Initial Mastery will be awarded in 1998-99 for English and mathematics and will be phased in for other subjects through 2003. Performance standards for classroom assignments and state tests are defined for grades 3, 5, 8 and 10 in this publication for: (1) reading and literature; (2) writing; (3) speaking; and (4) mathematics. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TM026490

TM

ED 407 436

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
S. C. LESH

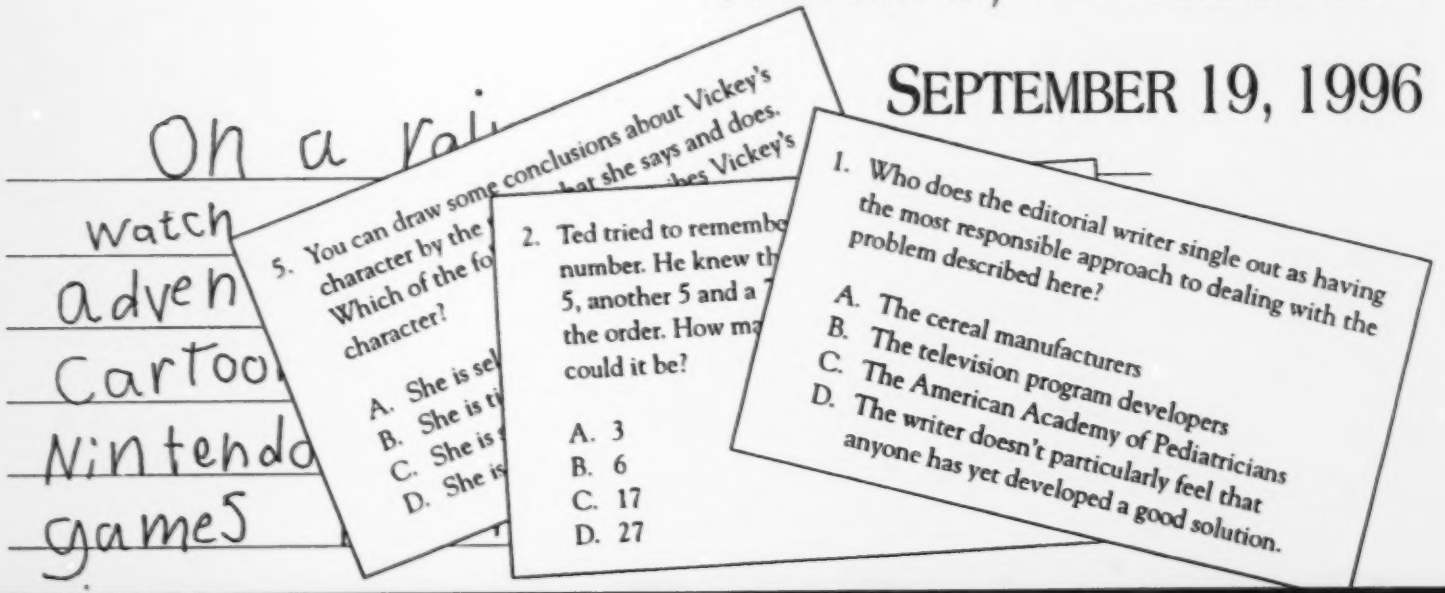
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Document 2

PERFORMANCE STANDARDS

K-10 READING/LITERATURE, WRITING, SPEAKING, MATHEMATICS

SEPTEMBER 19, 1996


On a rai
watch
adven
Cartoo
Nintendo
games
5. You can draw some conclusions about Vickey's character by the
Which of the fo
character?
A. She is se
B. She is t
C. She is
D. She is
2. Ted tried to remembe
number. He knew th
5, another 5 and a
the order. How ma
could it be?
A. 3
B. 6
C. 17
D. 27
1. Who does the editorial writer single out as having the most responsible approach to dealing with the problem described here?
A. The cereal manufacturers
B. The television program developers
C. The American Academy of Pediatricians
D. The writer doesn't particularly feel that anyone has yet developed a good solution.

TM 026 490

TABLE OF CONTENTS

Higher Standards — Better Results 3

Reading 4

Writing 6

Speaking 8

Mathematics 10

Other Subjects 12

PERFORMANCE STANDARDS was produced by the Oregon Department of Education and recommended for adoption to the State Board of Education on September 19, 1996.

HIGHER STANDARDS — BETTER RESULTS

Oregon is raising its expectations for students. Instead of the current academic standard allowing students to graduate with only a D-minus average in 22 credit hours of classes, Oregon will require students to prove they are proficient in English, mathematics, science, history and other academic subjects.

Students will prove they are proficient by achieving certain scores on a series of classroom assignments and state tests to progress toward the Certificates of Initial and Advanced Mastery.

The specific number, type and minimum scores required on classroom assignments and state tests to progress toward the certificates are called performance standards. This document describes the performance standards at grades 3, 5, 8 and 10 in reading/literature, writing, speaking and mathematics.

State performance standards in science will be developed in 1997. State performance standards in the social sciences will be developed in 1998. The state will not set performance standards or give state tests in the arts and second languages. Districts will develop their own performance standards, tests and assignments in those two areas.

Students who meet the grade 10 performance standards will receive a Certificate of Initial Mastery, certifying mastery of high academic standards. Students who meet the grade 12 performance standards, to be developed later, will receive a Certificate of Advanced Mastery. Students who do not meet or who exceed all of the standards at grades 3, 5, 8 and 10 may choose additional or alternative educational services or another public school.

TIMELINE

When fully implemented in 1998-99, students will take state tests at grades 3, 5, 8 and 10 in English, mathematics, science and the social sciences (history, civics, geography and economics). State tests will be phased in according to the following schedule:

1996-97	English, mathematics
1997-98	English, mathematics, science
1998-99	English, mathematics, science, social sciences

The Certificate of Initial Mastery will be fully implemented in 2002-2003. To earn a Certificate of Initial Mastery, students will:

- Achieve grade 10 state performance standards through state tests and classroom assignments in English, mathematics, science, the social sciences (history, civics, geography, economics);
- Achieve district performance standards through classroom assignments and tests in the arts and a second language; and
- Demonstrate the abilities to learn, think, retrieve information, use technology, work effectively as individuals and as individuals in group settings.

Certificates of Initial Mastery will be awarded to qualified students according to the following schedule:

1998-1999	English, mathematics
1999-2000	English, mathematics, science
2000-2001	English, mathematics, science, social sciences (history, civics, geography, economics)
2001-2002	English, mathematics, science, social sciences (history, civics, geography, economics), the arts
2002-2003	English, mathematics, science, social sciences (history, civics, geography, economics), the arts, second languages

SCORING TESTS AND ASSIGNMENTS

State tests will contain multiple choice questions, essay questions and/or mathematics problem-solving questions requiring students to solve problems and show their work. Multiple choice questions on state tests have a single correct answer. Students will receive a scale score based on the number of correct answers, compared to the total number of questions on the test, taking into account the difficulty of questions on the test. This is called a scale score and is similar to the scores used for the Scholastic Assessment Test and American College Testing college entrance exams.

Students will produce original work for classroom assignments and state essay and problem-solving tests. On these assignments and tests, student work will be scored using a six-point scoring guide. Student work produced for regular classroom assignments may be used as the required assessments if the work is complex enough to be scored on all dimensions of the relevant scoring guide. There is a different six-point scoring guide for each subject area.

READING/LITERATURE

STATE TESTS

State reading/literature tests take about 90 minutes for students in grades 3 and 5 and about 80 minutes for students in grades 8 and 10. Students read six to nine passages. The passages are up to three pages long, are taken from a variety of reading materials and cover a broad range of curriculum topics. Students in grade 3 answer about 56 multiple choice questions related to what they read. Students in grades 5, 8 and 10 answer about 75 questions. Each question has a single correct answer. The test is scored by a test scoring company hired by the Oregon Department of Education.

Students must achieve the following scores to meet or exceed the performance standards on state reading/literature tests.

	MEET STANDARD	EXCEED STANDARD
Grade 3	201	215
Grade 5	215	231
Grade 8	231	239
Grade 10	239	249

CLASSROOM ASSIGNMENTS

Classroom teachers give students specific assignments they or other teachers design. These assignments may be part of regular classroom curriculum and instruction. The teachers score the student work using a uniform 1- to 6-point scoring system. Students must achieve the following scores to meet or exceed the performance standards on classroom reading/literature assignments.

		MEET STANDARD	EXCEED STANDARD
Grade 3	Students must read three grade level selections.* Across the selections, students must demonstrate the ability to:		
	■ Read accurately	90% accuracy	95% accuracy
	and, on a scale of 1 to 6:		
	■ Read fluently	4	5
	■ Identify main ideas and significant details and make literal and inferred interpretations about the overall meaning of the selection	4	5
Grade 5	Students must read three grade level selections, including literary and informative pieces.* On a scale of 1 to 6, students must demonstrate the ability to:		
	■ Identify main ideas and significant details and make literal and inferred interpretations about the overall meaning of the selection	4	5
	■ Draw connections and identify relationships between the selection and other texts, experiences, issues and events	4	5
	■ Analyze and evaluate the author's ideas, techniques and methods	4	5

*Grade level selections are reading selections representing a level of difficulty commensurate with expectations for grades 3, 5, 8 and 10. It is expected that students will read longer, more difficult works as they progress in school.

		MEET STANDARD	EXCEED STANDARD
Grade 8	Students must read three grade level selections, including literary and informative pieces.* On a scale of 1 to 6, students must demonstrate the ability to:		
	■ Identify main ideas and significant details and make literal and inferred interpretations about the overall meaning of the selection	4	5
	■ Draw connections and identify relationships between the selection and other texts, experiences, issues and events	4	5
	■ Analyze and evaluate the author's ideas, techniques and methods	4	5
Grade 10	Students must read three grade level selections, including literary and informative pieces.* On a scale of 1 to 6, students must demonstrate the ability to:		
	■ Identify main ideas and significant details and make literal and inferred interpretations about the overall meaning of the selection	4	5
	■ Draw connections and identify relationships between the selection and other texts, experiences, issues and events	4	5
	■ Analyze and evaluate the author's ideas, techniques and methods	4	5
	■ Analyze and evaluate the selection's relationship to historical and contemporary issues and events	4	5

*Grade level selections are reading selections representing a level of difficulty commensurate with expectations for grades 3, 5, 8 and 10. It is expected that students will read longer, more difficult works as they progress in school.

WRITING

STATE TESTS

State writing tests are given over the course of three consecutive days. Each student chooses one of three given topics and spends 45 minutes a day writing and editing a final piece. A group of Oregon teachers, trained to score student writing, scores the tests. Each test is scored by at least two teachers. State writing tests and classroom writing assignments are scored in the same manner, described below.

CLASSROOM ASSIGNMENTS

Classroom teachers give students specific assignments they or other teachers design. These assignments may be part of regular classroom curriculum and instruction. The teachers score the student work using a uniform 1- to 6-point scoring system. Students must achieve the following scores to meet or exceed the performance standards on state writing tests and classroom writing assignments.

		MEET STANDARD	EXCEED STANDARD
Grade 3	Students must write two papers showing two different types of writing (i.e., narrative, imaginative, expository and/or persuasive). On a scale of 1 to 6, the papers must demonstrate the ability to:		
	■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	3	4
	■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	3	4
	■ Use correct spelling, grammar, punctuation, capitalization, usage and paragraphing appropriate to grade 3	3	4
Grade 5	Students must write three papers showing three different types of writing (i.e., narrative, imaginative, expository and/or persuasive). One paper must be a report. On a scale of 1 to 6, the papers must demonstrate the ability to:		
	■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	4	5
	■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	4	5
	■ Develop smooth flow and rhythm in sentences	4	5
	■ Use correct spelling, grammar, punctuation, capitalization, usage and paragraphing appropriate to grade 5	4	5
Grade 8	Students must write four papers showing expository and persuasive and either narrative or imaginative writing, including one research paper with citations. On a scale of 1 to 6, the papers must demonstrate the ability to:		
	■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	4	5
	■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	4	5
	■ Develop smooth flow and rhythm in sentences	4	5
	■ Use correct spelling, grammar, punctuation, capitalization, usage and paragraphing appropriate to grade 8	4	5

	MEET STANDARD	EXCEED STANDARD
■ Indicate sources of information, including ideas, statements, quotes and statistics taken from sources that are not common knowledge	4	5

Grade 10 Students must write five papers showing expository and persuasive and either narrative or imaginative writing, including a research paper with citations, and a business, technical or vocational paper. On a scale of 1 to 6, the papers must demonstrate the ability to:

■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	4	5
■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	4	5
■ Develop smooth flow and rhythm in sentences	4	5
■ Use correct spelling, grammar, punctuation, capitalization, usage and paragraphing appropriate to grade 10	4	5
■ Indicate sources of information, including ideas, statements, quotes and statistics taken from sources that are not common knowledge	4	5

SPEAKING

STATE TESTS

There is no state test in speaking.

CLASSROOM ASSIGNMENTS

Students must give speeches and achieve the following scores to meet or exceed the performance standards in classroom speaking assignments.

Grade 3 Students must give one oral presentation before a group. On a scale of 1 to 6, the presentation must demonstrate the ability to:

	MEET STANDARD	EXCEED STANDARD
■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	3	4
■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	3	4
■ Choose verbal and nonverbal delivery techniques that enhance meaning	3	4

Grade 5 Students must give at least two oral presentations, including one which is rehearsed and presented before a group. On a scale of 1 to 6, the presentations must demonstrate the ability to:

	MEET STANDARD	EXCEED STANDARD
■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	4	5
■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	4	5
■ Select functional, precise and descriptive words appropriate for audience and purpose	4	5
■ Choose verbal and nonverbal delivery techniques that enhance meaning	4	5

Grade 8 Students must give at least two prepared and rehearsed oral presentations, one persuasive and one informative. On a scale of 1 to 6, the presentations must demonstrate the ability to:

	MEET STANDARD	EXCEED STANDARD
■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	4	5
■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	4	5
■ Select functional, precise and descriptive words appropriate for audience and purpose	4	5
■ Choose verbal and nonverbal delivery techniques that enhance meaning	4	5

Grade 10 Students must give two prepared and rehearsed formal presentations, one informative and one persuasive. Students also must give one unrehearsed presentation for which preparation is limited to about 15-20 minutes. On a scale of 1 to 6, the presentations must demonstrate the ability to:

	MEET STANDARD	EXCEED STANDARD
■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	4	5

	MEET STANDARD	EXCEED STANDARD
■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	4	5
■ Select functional, precise and descriptive words appropriate for audience and purpose	4	5
■ Choose verbal and nonverbal delivery techniques that enhance meaning	4	5

MATHEMATICS

STATE TESTS

State mathematics tests take about one hour for most students to complete. Grade 3 tests contain 40 multiple choice questions. Tests at grades 5, 8 and 10 contain 60 multiple choice questions. Students must achieve the following scores to meet or exceed the performance standards on state mathematics multiple choice tests.

	MEET STANDARD	EXCEED STANDARD
Grade 3	202	215
Grade 5	215	231
Grade 8	231	239
Grade 10	239	249

In addition to multiple choice questions, state tests at grades 5, 8 and 10 also contain several open-ended mathematics problems, familiar to most people as story problems. State open-ended mathematics problems and classroom mathematics assignments are scored in the same manner, described below.

CLASSROOM ASSIGNMENTS

Students must achieve the following scores on state open-ended tests and classroom assignments to meet or exceed the performance standards.

		MEET STANDARD	EXCEED STANDARD
Grade 3	Within five mathematical tasks,* students must demonstrate the ability to solve accurately and demonstrate understanding of calculations and estimations, measurement, statistics and probability, algebraic relationships and geometry. On a scale of 1 to 6, students must:		
	■ Show an understanding of the mathematical concepts related to the task	4	5
	■ Choose strategies that can work and carry out the strategies chosen	4	5
	■ Explain the reasoning at each step, using diagrams symbols and/or vocabulary	4	5
	■ After solving the task, review the work and show why the solution is reasonable in relation to the task	4	5
Grade 5	Within five mathematical tasks,* students must demonstrate the ability to solve accurately and demonstrate understanding of calculations and estimations, measurement, statistics and probability, algebraic relationships and geometry. On a scale of 1 to 6, students must:		
	■ Show an understanding of the mathematical concepts related to the task	4	5
	■ Choose strategies that can work and carry out the strategies chosen	4	5
	■ Explain the reasoning at each step, using diagrams symbols and/or vocabulary	4	5
	■ After solving the task, review the work and show why the solution is reasonable in relation to the task	4	5

*Mathematical tasks are complex mathematics problems or projects at a level of difficulty commensurate with expectations for grades 3, 5, 8 and 10.

		MEET STANDARD	EXCEED STANDARD
Grade 8	Within five mathematical tasks,* students must demonstrate the ability to solve accurately and demonstrate understanding of measurement, statistics and probability, algebraic relationships and geometry. On a scale of 1 to 6, students must:		
	■ Show an understanding of the mathematical concepts related to the task	4	5
	■ Choose strategies that can work and carry out the strategies chosen	4	5
	■ Explain the reasoning at each step, using diagrams symbols and/or vocabulary	4	5
	■ After solving the task, review the work and show why the solution is reasonable in relation to the task	4	5
Grade 10	Within five mathematical tasks,* students must demonstrate the ability to solve accurately and demonstrate understanding of statistics and probability, algebraic relationships and geometry. On a scale of 1 to 6, students must:		
	■ Show an understanding of the mathematical concepts related to the task	4	5
	■ Choose strategies that can work and carry out the strategies chosen	4	5
	■ Explain the reasoning at each step, using diagrams symbols and/or vocabulary	4	5
	■ After solving the task, review the work and show why the solution is reasonable in relation to the task	4	5

*Mathematical tasks are complex mathematics problems or projects at a level of difficulty commensurate with expectations for grades 3, 5, 8 and 10.

OTHER SUBJECTS

■ Science

The Oregon Department of Education will develop performance standards in science in 1997.

■ Social Sciences (history, civics, geography and economics)

The Oregon Department of Education will develop performance standards in the social sciences in 1998.